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ABSTRACT

This book traces the restructuring of a Texas school district that moved from management by coercion to continuous improvement for quality. In 1990, the Dickinson Independent School District (Texas) began implementation of Continuous Improvement Management (CIM), based on the teachings of W. Edwards Deming, William Glasser, and J. M. Juran. Chapter 1 describes traditional and quality approaches to leadership and organizational change. Chapter 2 discusses ways to initiate the continuous-improvement process. Chapters 3-10 provide information about a specific aspect of CIM, followed by a description of the experiences of a fictional school principal and a classroom teacher in their searches for educational quality. Each chapter contains a system-feedback section that summarizes the chapter concepts, a description of the Dickinson experience, and a summary of management principles that were used. The chapters present information on the following topics: lead management, self-assessment of quality, quality-process-control tools, continuous improvement of quality, system planning, training and education, teacher empowerment, and refinement and evaluation. A total of 47 tables, graphs, and illustrations are included. The addendum lists Deming's Fourteen Points. (LMI)

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